Newspaper Clips
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Deccan Herald ND 10/12/2014
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IIT-B student gets Rs 2-crore job offer

JAIPUR, PTI: An IIT-Bombay student has claimed to have received a job offer of Rs 2 crore from the social networking site Facebook.

Aastha Agrawal (20), a fourth-year student of Computer Science at IIT-B, had completed her third-year internship in the company's headquarters in California in May-June this year following which the company gave her the pre-placement offer.

"I am very happy and excited with the offer and will join in the Headquarters after completing my 8th semester," Aastha, who is home in Jaipur for winter vacations, said.

She said the company was satisfied with her work during the internship and offered her the job soon after and added that she will be joining the job in October next. Her father, Ashok Agrawal, is executive engineer at Rajasthan Vidyut Prasaran Nigam Limited (RVPNL) here whereas her elder sister is a chemical engineer.

Aastha had secured seventh-rank in state in National Talent Search Examination in school and also won silver medal in International Junior Science Olympiad. She had also been selected to represent India at the Junior Science International Olympiad in 2009.

Nai Duniya ND 10.12.14 P-6

जयपुर की बेटी को फेसबुक से मिला दो करोड़ का ऑफर

- किसी अंडर-ग्रेजुएट को मिला सबसे बड़ा ऑफर

जयपुर (ब्यूरो/एजेंसी)। जयपुर में जन्मी बीस वर्षीय आस्था अग्रवाल को फेसबुक से दो करोड़ रुपए सालाना के पैकेज का ऑफर मिला है। यह किसी अंडर-ग्रेजुएट को अब तक दिया गया, सबसे बड़ा ऑफर है। आस्था इस समय आईआईटी बॉम्बे में कम्प्यूटर साइंस विषय की तीसरे वर्ष की छात्रा हैं। वे यह नौकरी अक्टूबर 2015 में जॉइन करेंगी।

आस्था के पिता अशोक अग्रवाल जयपुर में राजस्थान विद्युत प्रसारण निगम लिमिटेड (आरवीपीएनएल) में कार्यकारी अभियंता हैं। उनकी बड़ी बेटी पवित्रा भी आईआईटी दिल्ली से पासआउट केमिकल इंजीनियर हैं। 2001 की आईआईटी-जेईई में उन्हें ऑल इंडिया लेवल पर 90वां रैंक मिली थी। इसके बाद आईआईटी-बॉम्बे में ही कम्प्यूटर साइंस इंजीनियरिंग विभाग में नौकरी कर रही हैं।

अजरबेजान में प्रतिनिधित्व

आस्था जयपुर के सहकार मार्ग पर स्थित गवर्नमेंट कॉलोनी में रहती हैं। आस्था ने इसी वर्ष मई-जून में कैलिफोर्निया स्थित फेसबुक दफ्तर में इंटर्नशिप की थी। अब उन्हें बतौर सॉफ्टवेयर इंजीनियर फेसबुक दफ्तर में

आस्था अग्रवाल आईआईटी बॉम्बे में कम्प्यूटर साइंस की तीसरे वर्ष की छात्रा हैं।

नौकरी का ऑफर मिला है। कैंपस प्लेसमेंट के लिए आस्था को एक सॉफ्टवेयर बनाने के लिए कहा गया था। आस्था के काम को देखकर फेसबुक ने उन्हें यह ऑफर दिया। 2009 में आस्था ने अजरबेजान में हुए जूनियर साइंस इंटरनेशनल ओलंपियाड में भी भारत का प्रतिनिधित्व किया है।

आस्था ने बताया, 'इंटर्नशिप के दौरान मैं मार्क जुकरबर्ग से नहीं मिल पाई थी, लेकिन हाल ही में उन्होंने कहा था कि वह रोजाना एक ही टी-शर्ट पहनते हैं और क्या पहनना है, इस बात पर समय खर्च नहीं करते हैं।' आस्था ने कहा, 'मेरा मानना है कि यह बयान उन लोगों के लिए बहुत प्रेरणादायी हो सकता है, जो समय की कमी का रोना रोते रहते हैं।'

12वीं में 98 फीसद अंक

आस्था के पिता का कहना है कि जब उनकी बेटियां छोटी थी, वे सिरोही में थे और बेटियों की पढ़ाई के लिए ही वे अपना तबादला करवाकर जयपुर आ गए। इसके बाद लगातार इन्हें अच्छी शिक्षा दिलाई। आस्था ने जयपुर के सेंट जेवियर्स स्कूल से 12वीं की परीक्षा 98 प्रतिशत अंकों के साथ पास की है।

आईआईटी में जारी प्लेसमेंट पैकेज को लेकर लगातार रिकॉर्ड कायम किए जा रहे हैं। आईआईटी बॉम्बे कैंपस में अब तक पांच छात्रों को 1.42 करोड़ रुपए के पैकेज दिए जा चुके हैं। आस्था आईआईटी-बॉम्बे के उन पांच छात्रों में शामिल हैं, जिन्हें फेसबुक से ऑफर मिला है।

Amar Ujala ND 10/12/2014
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आईआईटी के छात्रों पर जमकर धनवर्षा

संतोष सिंह

कानपुर। भारत को लेकर बदले दुनिया के नजरिये और निवेश की बेहतर संभावना का असर आईआईटी कैंपस सेलेक्शन में दिख रहा है। पहली बार आईआईटी कानपुर के 10 विद्यार्थियों को सालाना एक करोड़ रुपये से ज्यादा का वेतन पैकेज मिला है।

अमेरिकी सॉफ्टवेयर कंपनी ओरेकल ने बीटेक कंप्यूटर साइंस एंड इंजीनियरिंग के तीन विद्यार्थियों को सालाना 1.25 करोड़ रुपये का वेतन पैकेज दिया है, जो अब तक का इतिहास है। आईआईटी मुंबई, रुड़की, चेन्नई, गुवाहाटी और दिल्ली के विद्यार्थियों को भी सालाना एक करोड़ रुपये वेतन पैकेज की नौकरी मिली है। आईआईटी वाराणसी के एक विद्यार्थी को सालाना 2.03 करोड़ रुपये का वेतन पैकेज मिला है, जो सभी आईआईटी में सर्वाधिक है।

देश की आठ पुरानी आईआईटी के कैंपस सेलेक्शन का सारा रिकॉर्ड टूट गया है। नौ दिनों (1-9 दिसंबर तक) के कैंपस प्लेसमेंट से ही 50 फीसदी से ज्यादा विद्यार्थियों को नौकरी मिल चुकी है। कैंपस प्लेसमेंट के लिए आईआईटी कानपुर के 1290 विद्यार्थियों ने पंजीकरण कराया था, जिसमें 700 से ज्यादा को नौकरी मिल चुकी है। बहुराष्ट्रीय कंपनी ओरेकल, सैमसंग कोरिया और फजीरॉजिक्स ने बीटेक कंप्यूटर साइंस एंड इंजीनियरिंग के 10 विद्यार्थियों को सालाना एक-एक करोड़ रुपये से ज्यादा का वेतन पैकेज दिया है।

कानपुर में 10 विद्यार्थियों को मिला सालाना एक करोड़ से ज्यादा का पैकेज

पहली बार एक साथ इतने विद्यार्थियों को मिला बेहतरीन वेतन पैकेज

इस बार का कैंपस सेलेक्शन रिकॉर्ड बनाने वाला है। नौ दिनों में ही 50 फीसदी से ज्यादा विद्यार्थियों को नौकरी मिल गई है। आईआईटी कानपुर के 10 विद्यार्थियों को एक करोड़ रुपये से ज्यादा का वेतन पैकेज मिला है, जो कि ऐतिहासिक है। अभी तक जो प्लेसमेंट हुए हैं, वह भी उत्साह जनक है। देशभर की आईआईटी के कैंपस सेलेक्शन अच्छे हुए हैं।

प्रो. दीपू फिलिप, प्लेसमेंट अधिकारी आईआईटी कानपुर

Business Standard ND 10/12/2014

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Changing India

IIT placements so far show increasing business confidence

These are still early days of the final placement season at the Indian Institute of Technology (IIT) campuses, but three trends are clearly visible. While much is being made of the eye-popping salaries offered by a few global firms and the sharp increase in the number of recruiters, the placements have shown a significant change in the mindset of the institutes, which have this year given pride of place to companies with manufacturing bases in India in tune with the prime minister's "Make in India" push. Results have been encouraging. For example, 25 per cent of the companies that have visited the IIT Bombay campus so far are from the manufacturing segment. About 100 more from this segment are expected to visit the campus during the current placement season that will end by July 2015 and the list of those that have already recruited include Airbus and GE. This growth in a desire for manufacturing jobs is a sea change from the scenario even last year when students from India's premier institutes snubbed core engineering companies.

The second significant change is the return of variable pay, including stock options — evident from the fact that while base salaries have remained the same as last year, performance-based pay has accounted for the entire increase in pay packages this year. For example, Oracle, which has made a job offer of ₹1.83 crore, is giving a base salary of ₹80 lakh and 4,000 shares in stock options. This is also the case with Facebook.

The third change is that some students are choosing to start their own ventures. This is due to two factors: first, they now have role models who have struck gold in their entrepreneurial ventures — reason why Advitiya Sharma, co-founder of *Housing.com*, a company born on the IIT Bombay campus, shared space with global tech biggies on the first day of the recruitment season and recruited 45 IITians. Olacabs, a start-up, has hired over 80 students from IIT Bombay and Madras. Others, like Urban Ladder, also hired a large number of IIT engineers. Placement officials say never before have so many start-ups made it to the top slots at IITs. What is helping students join them is the fallback option provided by many IITs through a deferred placement programme, which allows them to return to campus for interviews in the next two years if their business idea doesn't work out. Four students of IIT Kanpur turned down high-salary offers either for higher studies or for lower salaries to gain "professional fulfilment". This has happened earlier, too, but the trend may be growing.

The additional, bigger reason for this new confidence is that funding is no longer as big a problem. Venture capitalists from all over the world are flocking to India; around 800 such new ventures are being launched every year. Perhaps it also shows that IIT students are no longer afraid of failing.

Most IIT-K students opt jobs in public sector

Abhinav Malhotra,TNN | Dec 10, 2014, 10.52 AM IST

http://timesofindia.indiatimes.com/city/kanpur/Most-IIT-K-students-opt-jobs-in-public-sector/articleshow/45448594.cms

KANPUR: After grabbing hefty pay packages from multinational software companies, the meritorious students of IIT-Kanpur, who are yet to get placements, are eyeing for the Public Sector Units (PSUs) to come to the campus. Several students believe in the concept of job stability or engaging themselves with organisations such as Defence Research and Development Organisation (DRDO), Indian Space Reserach Organisation (ISRO) and in the government sector's energy and gas exploration companies like Bharat Heavy Electronics Limited (BHEL), ONGC etc.

The sources in the institute informed that about 200 students did not appear in the first week of the campus placement drive. Last year also, almost similar strength of the students had not appeared in the initial days of the placement drive. They had appeared for interviews in the PSUs and accepted the offer letters from them.

According to reliable placement sources, so far Oil and Natural Gas Corporation (ONGC) and DRDO have already come to the IIT-Kanpur campus for placements of students. Some 30-40 more companies are expected to come. Though these companies do not offer packages worth Rs one crore and above but still they end up paying decent salary packages to students ranging upto Rs 20 lakh per annum with all necessary government facilities.

While one Ph.D student dropped the offer from a top MNC as he has been shortlisted for pursuing Ph.D from the world famous MIT University in US while another student dropped his job offer as he was being offered Korea as his work location whereas he wanted to go to the US.

Meanwhile, after 8-day campus placement drive at IIT-Kanpur, a close to 750 students stand placed. Earlier, the placement cell of the institute had fixed December 24 for placing atleast 800 students, but this year the hiring pace is all time best. The placement cell has upped its target to place upto 1000 students which means that only 250 more students have to be placed now. According to the institute sources, by December 15, 800 students will get placements.

The rate of speedy placement could be understood from the fact that the computer science department almost stands placed. Less than 50 students are left to be placed in the electrical engineering department, and only 30 students are there in the mechanical engineering department, the institute sources informed TOI.

IIT Kanpur developing its own MOOC platform MOOKIT

http://www.medianama.com/2014/12/223-iit-kanpur-mooc-platform-mookit/

IIT Kanpur is developing its own platform for Massive Open Online Courses (MOOCs) called MOOKIT, reports the Economic Times. Under MOOKIT, the institution will develop MOOCs around verticals like agriculture and computer science among others.

The first two trial courses to run on this platform include Arch4Cloud, an online course on building cloud based applications, and Mooc on Moocs, a course about key concepts, methods and practices in MOOC programs. The educational institution mentions this program saw over 2300 students participate and is currently offering two more MOOC programs. It is also currently offering a ‘MOOC on Mobiles’ program.

According to IIT Kanpur, the underlying principles of MOOKIT are to ensure learning is not a fatigue, learning should scale and creating online courses should be as easy as taking them. As of now, the institution ties up with IIT Ropar to jointly give students who successfully complete the Arch4Cloud course certificates of accomplishment, while providing learners completing its MOOC on MOOC course with certificates of participation.

Our take: It will be interesting to see how many institutions or courses IIT Kanpur will be able to get on board with its MOOKIT initiative. The IIT's had previously agreed to join MIT's OpenCourseWare community, which currently has over 250 universities onboard and claims to have published materials from more than 13,000 courses in 20 languages through its website.

Similarly the HRD Ministry's own MOOC platform SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds), which is expected to launch by the end of this year, had signed a Joint Declaration of Intent with the US Department of State, to have US universities offer online courses through its platform.

The National Programme on Technology Enhanced Learning (NPTEL) had also launched a new e-learning course in association with IIT and IISc, in March this year. The courses the program offered were powered by Google's open-source MOOC (Massive Open Online Courses) platform Course Builder and it runs on App Engine and Compute Engine. We had mentioned then, the government already has an open education website in NROER, so it's not clear why NPTEL exists as a separate website at all.

To top it up, the Indian government also operates Sakshat, as part of its national mission on education through ICT. All services provided on the website, such as e-books, virtual classes and testing services, are available freely under the creative commons license. Similarly, the Aakash tablets that were supposed to empower students across India, never really took off, thanks to sloppy implementation.

Navodaya Times ND 10.12.14 P-7

नए सेशन में कोर्स के साथ रिसर्च भी कर सकेंगे छात्र

आईआईटी में एमटैक की नई राह

अब तक कोर नॉलेज पर था फोकस

नई दिल्ली 9 दिसम्बर (मानव शर्मा) : आईआईटी दिल्ली नए सेशन से एम. टैक करने वाले स्टूडैंट्स के लिए नई रास्ते खोलने जा रहा है, जिसके जरिए स्टूडैंट्स न केवल कोर्स से जुड़ी नॉलेज को पढ़ सकेंगे, बल्कि कोर्स को लेकर रिसर्च पर भी पूरा फोकस कर सकेंगे।

अभी तक कोर नॉलेज की तरफ ध्यान देने वाले एम. टैक के छात्र अब इलैक्टिव को भी अपनी इच्छा से चुन सकेंगे। ये पॉलिसी 2015 के नए पीजी बैच के लिए लागू की जाएगी। इससे स्टूडैंट के पास सैल्फ स्टडी और रिसर्च दोनों के लिए विकल्प खुल जाएगा। इसका फायदा नए सेशन में आने वाले एम. टैक छात्रों को मिल सकेगा। दिल्ली आईआईटी हर 10 साल में अपने करिकूलम को चेंज करता है। इससे पहले 2003 में करिकूलम को चेंज किया गया था। इसी को ध्यान में रखते हुए पीजी कोर्स में मेजर चेंज इस बार आईआईटी करने जा रहा है। दरअसल अभी तक पूरा कोर्स कोर प्रणाली के तहत चलाया जा रहा है। अब इसे इलैक्टिव के तहत करने की पॉलिसी भी आईआईटी ने लागू की है जिससे नए सेशन से लागू किया जाएगा।

आईआईटी दिल्ली के डीन (अकैडमिक्स) अनुराग शर्मा बताते हैं की एम. टैक कोर्स में होने वाले फेरबदल के बाद स्टूडैंट के पास रिसर्च के ऑप्शन भी खुल जाएंगे। अभी तक 60 क्रैडिट स्टूडैंट्स के लिए हैं, जिनमें से 18 को करना जरूरी था। अब इनकी संख्या बढ़ाकर 24 कर दी गई हैं। इस पॉलिसी के तहत स्टूडैंट रिसर्च करते हैं। अब उनके पास ऑप्शन भी होगा। हर 10 साल में कोर्स करिकूलम में होने वाले चेंज के तहत पीजी कोर्स में ये चेंज किया जा रहा है।

डिपार्टमेंट अपने तरीके से डिजाइन करेंगे कोर्स

स्टूडैंट के पास 39 पोस्ट ग्रैजुएशन कोर्सेज 48 से 54 पॉलिसी बनाई जा रही है। आईआईटी में अप्लाइड मैकेनिक्स, अप्लाइड रिसर्च इन इलैक्ट्रॉनिक्स, कैमेस्ट्री, कैमिकल इंजीनियरिंग, सिविल इंजीनियरिंग, कम्प्यूटर साइंस इंजीनियरिंग, इलैक्ट्रिकल इंजीनियरिंग, मकैनिक्ल इंजीनियरिंग, फिजिक्स, टैक्सटाइल टैक्नालॉजी जैसे डिपार्टमैंट है। ये सभी अपने हिसाब से अपना पीजी कोर्सेज डिजाइन करेंगे। वहीं, अभी की कंडिशन पर नजर डाले तो प्रोफैसर अनुराग कहते हैं कि प्रोजैक्ट के क्रैडिट 24 तक हैं या 0 क्रैडिट भी हो सकते हैं। ये डिजाइन किया जाना है। पीजी में कोर और इलैक्टिव का कांसैप्ट होता है। कोर सब्जैक्ट स्टूडैंट को करना होता है, वहीं इलैक्टिव को छात्र चुन सकते हैं। नए पॉलिसी के तहत बड़ा हिस्सा इलैक्टिव में होगा। वहीं जो स्टूडैंट रिसर्च करना चाहते हैं, वो इसे कर सकते हैं।

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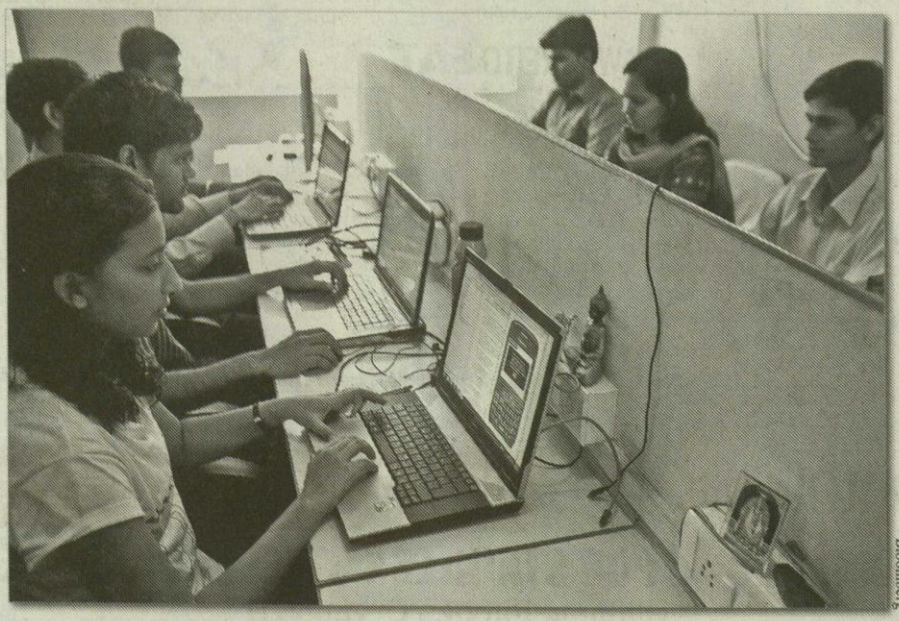
Mobile technologies vital in education

Arun Nigavekar



Bloomberg

WAITING TO CLICK: Although mobile learning support is rare in classroom settings, research on faculty support regarding how mobile technologies can be used for teaching is even more rare

THE Education World Forum, which has been operational for the past decade, is the largest annual gathering of more than 150 international education ministers. It is supported by foreign and commonwealth office (FCO), department for education (DoE), department for business, innovation and skills (BIS), the British Council and several industry partners. When the forum meets in January 2015, it will focus once again on the use of mobile learning processes in education as well as propagation of skill training in the conventional education domain.

The aspects that are most bothersome are issues that lie at the intersection of the use of technology and education, as well as low-income countries and emerging markets around the world. This is extremely critical because the technology revolution has changed the operations of industries. It has helped the rich, developed nations to be the masters of the global finance revolution. However, the poorer, developing nations, which know that all these changes have a link with education are not clear what would be the "ideal" educational technology device to be implemented in schools or colleges by teachers and students.

If one makes a list of the top five challenges faced by developing nations on the use of information and communications technology (ICT) in the education sector, one realises that we must focus on affordability, accessibility, connectivity, electricity and usability. The reason is obvious. Even in India, which is struggling to be a fully developed nation, mobile technologies are playing an increasingly important role in students' academic lives.

Devices such as smartphones, tablets and e-books connect users to the world instantly, heightening access to information and enabling interactivity with others. Applications that run on these devices let users not only consume but also discover and produce content. As such, they continue to transform how students learn, as well as influence their learning preferences, both within and outside the classroom.

Convenience, flexibility, engagement and interactivity are all factors that make mobile learning more attractive to students. Although some research exists on usage of mobile technology in higher education, many factors influencing it have yet to be fully explored.

Although many students own mobile devices, ownership is still not universal. Identifying specific student demographics that might relate to ownership trends is, therefore, critical. It is also important to determine which devices are most helpful for academic purposes; mobile technologies afford new opportunities for learning, but their usage does not guarantee that efficient learning will take place.

Effective usage of mobile technologies requires that students exhibit digital literacy skills such as being able to access, manage and evaluate digital resources. Further, students might be informally using many different applications for academic purposes, making it difficult to determine what they use and how. Across the world, a lot of research has been done that shows that having a clearer understanding of students' mobile practices encourages the university to implement more student-centred support and services. Technical training and skill development emerge as important factors, and students perceive both as more important than the technology itself.

Such pertinent concerns of access and usage of mobile technologies by students have implications for instructor development as well. Although learners expect teachers to use the latest technology to engage them in the learning process, it is often the teachers who are unprepared to integrate portable/mobile interfaces and devices while imparting education.

Finally, use of technology is further influenced by the modality of courses in which it is used. Understanding students' mobile practices more deeply can lead to the development of informed instructors in the future.

Because the growth of technology is thriving at a faster pace than research, mobile learning research is still in relatively early stages. It often takes place outside a formal learning environment, and tends to become personalised via users' personal mobile devices. As a result, one major challenge for mobile research is capturing data on user demographics and usage of specific technological products. Moreover, it is necessary to study mobile learning practices and strategies. Although mobile learning support is rare in classroom settings, research on faculty support regarding how mobile technologies can be used for teaching is even more rare. Therefore, more research is needed for mobile teaching and learning strategies and how these concepts can be implemented to engage the learning process.

The metamorphosis of the mobile learning process in education is completely new for India. Many big statements have been made by IT experts keen to promote this technology in the country — it is now time to follow up on those. For if we have to cater to 13 million students in higher education (with the number shooting to 50 million by 2025), the sooner we learn to adapt to mobile learning processes, the better.

(The writer is former chairman of UGC, former vice-chancellor of University of Pune and founder director of NAAC)

Functioning of UGC, AICTE under review: Smriti Irani

Tuesday, 9 December 2014 - 11:00pm IST | Place: New Delhi | Agency: PTI

http://www.dnaindia.com/india/report-functioning-of-ugc-aicte-under-review-smriti-irani-2042535

Private sector in education is facing many challenges and these are being addressed by reviewing the functioning of regulatory bodies like University Grants Commission (UGC) and All India Council for Technical Education (AICTE), government told the Rajya Sabha on Tuesday.

HRD Minister Smriti Irani, while replying to a debate on a bill for setting up of one more central university in Bihar, said higher education per se is facing challenges and "there is a long way we need to go."
She promised to fast-track filling of vacancies of faculties of central universities, including Vice Chancellors, and make the process transparent by letting common people to express their views through a government Website MyGov.in.

When a mention was made about private colleges, she said, "I am aware of the matter that there are challenges in the private sector. There has been several representations from the private sector and possibly their engagement with the regulators (UGC and AICTE) to be looked into." She informed the House that "we are reviewing the (functioning of) UGC, AICTE and also NCTE, the demand which has come from across the states."

About two months back, the government has set two separate committees to review the functioning of UGC and AICTE. The Central Universities (Amendment) Bill, 2014, which seeks to set up one more central university at Motihari in Bihar after Mahatma Gandhi, was then passed by voice vote. It was passed in the Lok Sabha on November 26. CPI member D Raja earlier demanded the government to establish an expert committee to look into various issues undermining the quality of education including infrastructure, adequate faculty and enrolment of students.
Favouring the suggestion, Irani stated that the government would try to constitute a committee in this regard.

About vacancies, Irani said she has asked all the Vice Chancellors to send a report with regard to this aspect in their respective institutions. The ministry would extend all possible assistance on this issue," she added. To enhance the quality of education in central universities, the minister said all the central universities would have to get accredited with NAAC by February 2015. Listing out the initiatives taken by her ministry, she said highlighted the launch of Unnat Bharat Abhiyan to discourage brain drain. She also said that till the infrastructure problems in North East are addressed, students from that region are encouraged to complete a part of their programme with central universities to get knowledge.

The bill received widespread support from members from various parties in the House. Jairam Ramesh (Cong) supported the move and lauded the role played by former Bihar Chief Minister Nitish Kumar in carrying out a campaign for the creation of this university. He, however, emphasised the need to ensure control over quality especially that of the faculty. He also spoke on the need for regulating education in private sector as fly by night operators could do damage.

Anil Dave (BJP) expressed happiness that a university named after Mahatma Gandhi was being created and emphasised that it should be ensured that the Vice Chancellor and faculty should be people who believe in Gandhi's philosophy. He said the choice of Vice Chancellors should not be done from among the political theatre.

DMK member Tiruchi Siva also supported the bill to set up the central university in Bihar but emphasised that important issues need to be addressed. He said that thousands of teaching posts are vacant.

Siva urged the minister to see that the Central assistance to states on education is enhanced. Javed Ali Khan (SP), in his maiden speech, suggested that while one university was coming up in Bihar, named after Mahatma Gandhi, and another could be named after leaders like Lok Nayak Jai Prakash or Karpoori Thakur.

He said there are reports that astrology would be taught in universities. Khan said there was no objection to a move to introduce astrology provided such a demand came from academic councils of universities rather than outside. He also said that in several universities, elections to student bodies had not been held.

11 new online courses from IITs, IISc

http://www.thehindu.com/news/national/tamil-nadu/11-new-online-courses-from-iits-iisc/article6675154.ece

The National Programme on Technology Enhanced Learning (NPTEL) has introduced 11 new courses covering disciplines such as humanities, physics, management and chemical engineering.

Details of the free online courses offered by seven Indian Institutes of Technology and the Indian Institute of Science, Bangalore, can be viewed at https: //onlinecourses.nptel. ac.in.

Andrew Thangaraj, NPTEL coordinator at IIT-Madras, said access to the courses does not involve certification process. Students study by themselves and can later take an exam. Exams will be held in 100 centres including Jammu and Kashmir and the North-Eastern states.

In the past two sessions, as many as 60,000 enrolments were made, with Tamil Nadu topping the list with the highest number of registrants followed by Andhra Pradesh, Maharashtra and Uttar Pradesh. Enrolment is open till January 16 and the course duration is from January 5 to February 27.

Exams will be held on March 22 and 29.

Pratap Haridoss, one of the coordinators said the advantage of NPTEL Online Courses was that a set of classes and assignments for the week would be released. “Students can be anywhere in the country but must commit two hours a week and submit assignments.”

The scores would be available for verification by employers, who could also access data such as how many appeared for the exam and how a candidate had performed, Prof. Pratap said.

Indian Institute of Science (IISc) ranked 22nd in terms of employability

http://www.jagranjosh.com/articles/indian-institute-of-science-iisc-ranked-22nd-in-terms-of-employability-1418120354-1

Bangalore based Indian Institute of Science (IISc), has come out as 22nd institute worldwide in terms of employability in league table that is topped by Cambridge University in UK. However, Indian School of Business (ISB) has been the second highest entry but is ranked 53rd globally.

India has seen a remarkable progress in terms of institutions ranking decided by French Human Resources consultancy emerging along with German polling institute Trendence. As per the latest rankings, IIT-Bombay has made an immense skip from 145th rank in 2013 to 120th rank in 2014. IIT-Kanpur has made 145th position globally and IIT-Delhi as 149th in the list of top 150 institutes worldwide in terms of employability of their scholars.

Analysts evaluated that there is a massive rise in Asian Universities covering 20% of rankings. China has considerably strengthen its position among emerging economies where the new universities are entering and the already existing ones have gone high up an average of 05 places.

According to theTimes Higher Education Brics and Emerging Economies rankings, 11 other Indian Universities have made their place among top 100 institutes which includes- IIT Kharagpur, IIT Madras, IIT Guwahati, IIT Roorkee, The Jawaharlal Nehru University, Aligarh Muslim University, Chandigarh's Punjab University, the ranks are decided covering all aspects of the modern university's core missions i.e., teaching, research, knowledge transfer and international Therefore, as per the analysis India is some distance behind China as the country dominates these figures strongly hence, India needs to figure it out to amplify it's internationally competitiveness.

Government interest spurs IITs, IIMs to take Massive Open Online Courses Route

http://articles.economictimes.indiatimes.com/2014-12-09/news/56879752_1_moocs-massive-open-online-courses-coursera

NEW DELHI: Premier institutions like the Indian Institutes of Technology and Indian Institutes of Management are planning to go the Massive Open Online Courses (MOOCs) way, in the backdrop of Prime Minister Narendra Modi planning an ambitious launch of the Swayam Bharat programme.

While IIT Bombay (IIT-B) and IIM Bangalore have already announced the launch of MOOCs with overseas partners, IIM Calcutta (IIM-C) could be next in line, with the institute submitting a proposal to the HRD ministry. IIT Kanpur is developing its own platform for MOOCs called MOOKIT, which might soon start competing with popular international MOOC platforms like edX and Coursera.

"MOOCs and online delivery is clearly the future," says IIM-C director Saibal Chattopadhyay. IIT-B is currently trying out two courses, the basic computer programming course for undergraduates and a thermodynamics course, in the MOOCs mode. "More are planned. There have been multiple meetings with MHRD and IIT Bombay expects to be a very active partner in the government's initiative," says Narayan Rangaraj, dean — academic programmes.

Apart from working on MOOKIT that will help delivering the MOOCs, IIT Kanpur is also engaged in developing MOOCs around verticals like agriculture and computer science, says TV Prabhakar, professor at the institute.

IIT Kanpur has just wrapped up its MOOC on MOOCs programme where over 2,300 students participated and is currently offering two more MOOC programmes. It is also running a 'MOOC on Mobiles'. The interest in MOOCs among premier institutions is being attributed to a heightened interest in online education by the new government.

"It is a clear mandate from the government as in the last Budget, Rs 100 crore was allocated to online education for MOOCs and virtual classrooms," says Rohin Kapoor, senior manager (Education practice) at Deloitte. MOOCs might also help achieve the target of training 500 million people by 2022, he adds.

IIM Bangalore is planning to launch courses on the edX platform in 2015. The institute is also planning to engage around 15 per cent of its faculty to deliver MOOCs over the next two years, according to its director, Sushil Vachani.

IIM Indore and IIT Gandhinagar have been running broadband distance learning programmes and are now keen on running some courses on the MOOC platform. "We are looking forward to the creation of a MOOCs platform by MHRD, and plan to use it," says IIM Indore's director Rishikesha Krishnan. IIT Patna is planning to start flipped classrooms wherein a student can study material on MOOCs and then attend a live class anywhere in the country.

"Only to some extent do MOOCs bridge the skills gap, since it's a oneway communication. However, it can be successful in a flipped model as it will enhance learning and build a platform for collaborative discussions," says Ajai Chowdhry, founder of HCL, who also teaches at IIT Patna.

Like IIT Kanpur, IIT Kharagpur too is working on solutions around MOOCs. It is developing automatic programmes to grade assignments in MOOC programmes. "We are also working on 'learning analytics', which will help us track the students' pattern of learning. Both these programmes should make MOOCs more interactive," says Plaban Kumar Bhowmick, assistant professor at IIT Kharagpur's Centre for Educational Technology.

Working on MOOCs, NPTEL, which is closely working with IIT Madras, launched its first course on programming algorithms and data structures this year and will be launching eight new courses in January including humanities.

"We've also introduced the element of proctored examinations wherein students who get 50 per cent in their online examinations are eligible to sit for an exam at our centres all over the country," says Prathap Haridoss, NPTEL coordinator and professor at IIT Madras. NPTEL provides an online certification at the end of the exam, where IIT representatives act as invigilators.

IIT Guwahati (IIT-G) has proposed two courses for the Swayam Bharat Platform (managed by IIT-B). IIT-G is also partnering with IIT-M for NPTEL MOOCs. It has participated in the two courses already conducted by IIT-M under NPTEL.

50% hike in scholarships aims to boost research

http://www.dnaindia.com/india/report-50-hike-in-scholarships-aims-to-boost-research-2042300

With continuous massive protests by researchers both online and on ground, the Centre has finally increased the stipend and research fellowship by 50% — the biggest ever increase in scholarships till now.
A circular in this regard has been issued by the University Grants Commission (UGC) on December 5. It says that all scholarships and fellowships under science, humanities and social sciences which come under Ministry of Human Resources and Development will get the enhanced amount effective from December 1.

The decision would benefit more than 1.5 lakh research students who are doing research across various centres and universities. This hike is aimed at motivating young researchers to continue their work in India and thereby curb brain drain.

Research students from premier institutions, including the Indian Institute of Science, IITs, JNU, CSIR institutes, NIT and AIIMS, have been demanding the hike for long. Under the new package, junior research

fellowship (JRF) has been enhanced to Rs25,000 from Rs16,000 while senior research fellowship (SRF) goes up to Rs28,000 from the existing Rs18,000 a month.

The hike for post doctoral studies will be from Rs22,000 to Rs36,000 (for research associate-1), from Rs23,000 to Rs38,000 (research associate-2) and from Rs24,000 to Rs40,000 (research associate-3). Scholarships for foreign nationals has also been enhanced from Rs12,000 (JRF) and Rs14,000 (SRF) a month to Rs18,600 and Rs21,700 a month.

Bulwant Lokhande, a PhD student in Mumbai, said, "This is really an encouraging step. Most of the scholars who do research in smaller labs and universities have to spent a lot on travelling to other centres to get access to certain machines and tests which would now be covered up."

Professors and scientists under whom these scholars work are also happy. Dr RN Jagtap, professor at Institute of Chemical Technology said, "The increased fellowship will help research institutes to get good students for research; for most of them prefer to join the industry to meet their family responsibilities and aspirations."

Many researchers, however, feel India is still offering much less stipends to research scholars compared to western countries which leads to exodus of a large number of highly skilled researchers from India to abroad.

"While government is boasting about the hike, in reality even Rs25,000 is a meagre amount to sustain for 4-5 years which a PhD takes. In countries like the US, Germany and even in Japan and Singapore research scholars earn, learn and have a family life. But an Indian research student can't think about marrying due to financial constraints," said a PG student at IIT Bombay who is planning to go to Japan for PhD.

The University of Cambridge has replaced the University of Oxford at the top of a global ranking that measures how universities perform on graduate employability.

The Global Employability University Survey 2014 has 13 UK institutions making the top 150 of the list, with University College London and Imperial College London joining the Oxbridge institutions in the top 15. The list is dominated, however, by US institutions, which claim six of the top 10 spots.

The results, compiled by French human resources consulting group Emerging Associates along with Trendence, a German polling and research institute, are based on surveys of 2,500 international recruiters in 20 countries.

“On the whole, the results of this year’s survey and the ensuing ranking confirm that ‘global’ is the key word for tomorrow’s university”, said Laurent Dupasquier, associate director of Emerging Associates. “The top tier players, [the] global brands – which all tend to be American and British – continue to lead, while other Anglo-Saxon universities, those that are mainly regional players, tend to fare less well, with an average of five places lost in comparison with last year.”

Global Employability University Ranking 2014 results: Cambridge replaces Oxford at the top

Top 100 universities for employability revealed

2014 Rank	2013 Rank	Name	Country
1	3	University of Cambridge	Great Britain
2	2	Harvard University	USA
3	8	Yale University	USA
4	1	University of Oxford	Great Britain
5	9	California Institute of Technology	USA
6	5	Massachusetts Institute of Technology	USA
7	4	Stanford University	USA
8	11	Technische Universität München	Germany
9	6	Princeton University	USA
10	10	University of Tokyo	Japan
11	7	Columbia University	USA
12	12	University of California, Berkeley	USA
13	14	University of Toronto	Canada
14	13	University College London	Great Britain
15	21	Imperial College London	Great Britain
16	18	Hong Kong University of Science and Technology	Hong Kong
17	19	École Normale Supérieure Paris	France
18	15	University of Edinburgh	Great Britain

2014 Rank	2013 Rank	Name	Country
19	35	Johns Hopkins University	USA
20	26	Peking University	China
21	16	École Polytechnique ParisTech	France
22	23	Indian Institute of Science	India
23	20	Australian National University	Australia
24	17	H.E.C. Paris	France
25	27	University of Manchester	Great Britain
26	25	Tokyo Institute of Technology	Japan
27	31	Duke University	USA
28	30	McGill University	Canada
29	34	IE University	Spain
30	24	University of Chicago	USA
31	28	University Heidelberg	Germany
32	29	New York University	USA
33	33	Monash University	Australia
34	22	Brown University	USA
35	37	King's College London	Great Britain
36	43	Fudan University	China
37	38	Swiss Federal Institute of Technology Zürich	Switzerland
38	x	École Polytechnique Fédérale de Lausanne	Switzerland
39	49	National University of Singapore	Singapore

2014 Rank	2013 Rank	Name	Country
40	46	University Commerciale Luigi Bocconi	Italy
41	39	Cornell University	USA
42	40	École des Mines ParisTech	France
43	32	Boston University	USA
44	41	London School of Economics	Great Britain
45	36	Universityde Navarra	Spain
46	47	Goethe-University Frankfurt am Main	Germany
47	59	University of Montreal, H.E.C Montreal	Canada
48	55	University of New South Wales	Australia
49	48	École Centrale Paris	France
50	60	Ludwig-Maximilians-University München	Germany
51	53	Carnegie Mellon University	USA
52	78	University of California, San Francisco	USA
53	52	Indian School of Business	India
54	42	Kyoto University	Japan
55	51	University of British Columbia	Canada
56	64	Tsinghua University	China
57	71	The Chinese University of Hong Kong	Hong Kong
58	56	Shanghai Jiao Tong University	China
59	70	Northwestern University	USA
60	57	University of Birmingham	Great Britain

2014 Rank	2013 Rank	Name	Country
61	61	University Zürich	Switzerland
62	44	University of California, Los Angeles	USA
63	45	University of Nottingham	Great Britain
64	65	University de Lausanne	Switzerland
65	50	University Of Melbourne	Australia
66	58	Dartmouth College	USA
67	69	Stockholm University	Sweden
68	67	University of Ghent	Belgium
69	77	University of Copenhagen	Denmark
70	62	University of Pennsylvania	USA
71	87	University of Washington	USA
72	68	École de Management de Lyon	France
73	75	ESSEC	France
74	79	London Business School	Great Britain
75	74	Politecnico di Milano	Italy
76	72	Technische University Eindhoven	The Netherlands
77	76	Humboldt-Universitat zu Berlin	Germany
78	66	University of Bristol	Great Britain
79	63	Georgetown University	USA
80	73	McMaster University	Canada
81	80	Frankfurt School of Finance and Management	Germany

2014 Rank	2013 Rank	Name	Country
82	84	Utrecht University	The Netherlands
83	86	Katholieke University Leuven	Belgium
84	82	Boston College	USA
85	125	Michigan State University	USA
86	83	Rijksuniversiteit Groningen	The Netherlands
87	92	Georg-August-Universität Gottingen	Germany
88	110	University of Bern	Switzerland
89	105	Erasmus University Rotterdam	The Netherlands
90	108	Lund University	Sweden
91	99	University of Helsinki	Finland
92	85	Brigham Young University	USA
93	122	Rutgers University	USA
94	100	Sciences Po Paris	France
95	91	University of California, San Diego	USA
96	113	University de São Paulo	Brazil
97	90	Technische University Delft	The Netherlands
98	81	University of Southern California	USA
99	101	University of Texas, Austin	USA
100	94	University Basel	Switzerland